

Legislative Report Charter and Innovation Zone Schools in Iowa



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State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

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INTRODUCTION

AUTHORITY

This report serves as an update on the progress of the three charter schools in Iowa and contains the required annual reports for the 2016 – 2017 school year compiled by each individual charter school in accordance with Iowa Code 256F.12 (2) which states:

Not later than December 1 annually, the state board shall submit a comprehensive report with findings and recommendations to the general assembly. The report shall evaluate the state's charter school and innovation zone school programs generally, including but not limited to an evaluation of whether the charter schools and innovation zone schools are fulfilling the purposes set forth in section 256F.4, subsection 2. The report also shall contain, for each charter school or innovation zone school, a copy of the charter school or innovation zone school's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, the number and qualifications of teachers and administrators, and number of and comments on supervisory visits by the department of education. In addition, the report contains each individual schools self-assessment on progress towards each of its goals and other required data.

CHARTER SCHOOLS IN IOWA

During the 2016-2017 school year, there were three (3) public charter schools in the state of Iowa. Schools with public charter school status are:

Charter	School District	Charter Status Year	Renewal Date	Next Renewal Year
Prescott Elementary Charter School	Dubuque CSD	2006-2007	March 6, 2014	2017-2018
Storm Lake Early College Charter	Storm Lake Community School District (CSD)	2005-2006	March 6, 2014	2017-2018
West Central Charter High School	West Central CSD (Maynard)	2005-2006	Change in charter status: May 14, 2015	2018-2019

RENEWAL

On January 8, 2018, the Dubuque Board of Education voted not to renew the Prescott Elementary Charter School. The 2017-2018 school year will be the final year of the school's operation.

CHARTER SCHOOL GOALS AND END OF YEAR REPORTS

As a part of its application, each public charter school has developed goals for the charter school. These goals are specific to each charter, which does not allow for comparison between or among charter schools. At the end of each school year, Iowa charter schools complete an end-of-the-year report documenting progress toward each of its goals in accordance with Iowa Code 256F.10 (1) which states: *A charter school or innovation zone school shall report at least annually to the school board or innovation zone consortium, advisory council, and the state board the information required by the school board or innovation zone consortium, advisory council, or the state board. The reports are public records subject to chapter 22.* The end-of-the-year reports are collected annually and support is provided to the schools as needed.

SUPERVISORY VISITS

During the 2016-2017 school year no supervisory on site visits were requested nor deemed necessary. The charter school administrators maintained communication electronically and via phone with the Department. The Department provided technical assistance to each charter school.

FINANCIAL STABILITY

The Bureau of Finance, Facilities, Operation, and Transportation Services reports none of the three public school districts currently operating charter schools in the state finished fiscal year 2017 (FY17) with a negative unspent balance.

DEPARTMENT OF EDUCATION'S FINDINGS AND RECOMMENDATIONS

EVALUATION OF CHARTER SCHOOLS AND INNOVATION ZONES

The Iowa Department of Education (Department) monitors and provides technical assistance to districts operating charter schools and programs. For the 2016-2017 school year, the Department has determined that each charter school operating in Iowa is fulfilling the requirements set forth in Iowa Code 256F.4(2), which are:

Although a charter school or innovation zone school may elect to comply with one or more provisions of statute or administrative rule, a charter school or innovation zone school is exempt from all statutes and rules applicable to a school, a school board, or a school district, except that the charter school or innovation zone school shall do all of the following:

- a. Meet all applicable federal, state, and local health and safety requirements and laws prohibiting discrimination on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, ancestry, or disability. A charter school or innovation zone school shall be subject to any court-ordered desegregation plan in effect for the school district at the time the charter school or innovation zone school application is approved.*
- b. Operate as a nonsectarian, nonreligious public school.*
- c. Be free of tuition and application fees to Iowa resident students between the ages of five and twenty-one years.*
- d. Be subject to and comply with chapters 216 and 216A relating to civil and human rights.*
- e. Provide special education services in accordance with chapter 256B.*
- f. Be subject to the same financial audits, audit procedures, and audit requirements as a school district. The audit shall be consistent with the requirements of sections 11.6, 11.14, 11.19, 256.9, subsection 20, and section 279.29, except to the extent deviations are necessary because of the program at the school. The department, the auditor of state, or the legislative services agency may conduct financial, program, or compliance audits.*
- g. Be subject to and comply with chapter 284 relating to the student achievement and teacher quality program. A charter school or innovation zone school that complies with chapter 284 shall receive state moneys or be eligible to receive state moneys calculated as provided in section 257.10, subsections 9 and 10, and section 257.37A as if it did not operate under a charter school or innovation zone school contract.*
- h. Be subject to and comply with chapters 20 and 279 relating to contracts with and discharge of teachers and administrators.*

i. Be subject to and comply with the provisions of chapter 285 relating to the transportation of students.

j. Meetings and records of the advisory council are subject to the provisions of chapters 21 and 22.

RECOMMENDATION

The State Board of Education recommends the legislature continue to examine the value of charter schools as part of the educational system of Iowa in increasing achievement of all students and subgroups of student who would benefit from this type of educational opportunities. The State Board will also examine the data contained in the appendices of this report, as well as additional necessary information, to determine if the existing charter schools are meeting the purposes outlined in 257F.1(3) as the existing charters come to the Board for renewal. Iowa Code 257F.1(3) states:

The purpose of a charter school or an innovation zone school established pursuant to this chapter shall be to accomplish the following:

- a. Improve student learning.*
- b. Increase learning opportunities for students.*
- c. Encourage the use of different and innovative methods of teaching.*
- d. Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes.*
- e. Establish new forms of accountability for schools.*
- f. Create new professional opportunities for teachers and other educators, including the opportunity to be responsible for the learning program at the school site.*
- g. Create different organizational structures for continuous learner progress.*
- h. Allow greater flexibility to meet the education needs of a diverse and constantly changing student population.*
- i. Allow for the allocation of resources in innovative ways through implementation of specialized school budgets for the benefit of the schools served.*

APPENDIX A: PRESCOTT ELEMENTARY CHARTER SCHOOL

I. School Information

Assurance of Compliance : The charter school or innovation zone school completing this report is able to assure compliance with its contract, with Iowa Code chapter 256F, and with Iowa Administrative Code chapter 281—68.)

A. Name of Charter: Prescott Elementary School

B. District Name and Address: Dubuque Community School District
2300 Chaney Rd.
Dubuque, IA 52001

C. Superintendent's Name: Stan Rheingans

D. Person Completing Report: Vicki Sullivan, Principal (vsullivan@dbqschools.org)

E. Mission Statement: The members of the Prescott Learning Community will empower each child to achieve to his/her highest potential and to become strong contributing members of the community.

F. What year was this school chartered? 2006 (Renewed in 2010 and 2014)

A. Number of students enrolled in the charter school: 291

B. Student demographics:

1. Grade levels and number of students

a. Preschool	34
b. Kdgn.	39
c. 1 st	39
d. 2 nd	43
e. 3 rd	42
f. 4 th	48
g. 5 th	46

2. Subgroups and number of each students in each category

a. **Race:**

o Hispanic 6%	17 students
o White 44%	127 students
o Black 33%	96 students

- o Asian <10 students
- o Pacific Islander 8% 22 students
- o Native American <10 students
- o Multi-Racial 9% 27 students

b. Socio-economic status

- o 81% of students are eligible for Free or Reduced Lunch
- o Breakdown: 75% Free and 6% Reduced

c. IEP

- o 29% 85 students

d. Gender:

- o Male 52% 150 students
- o Female 48% 141 students

e. ELL

- o 9% 25 students

Goal Progress

GOAL 1: Increase student achievement in **reading** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: Students generally demonstrate slow and steady progress in the area of reading. Both Iowa Assessments (ITP) and Measures of Academic Progress (MAP) provide evidence of this growth as measured by the average National Standard Score on ITP and the average RIT unit score on MAP.

Persistent achievement gaps between groups of students eligible for Free/Reduced Lunch vs. not eligible for Free/Reduced Lunch, Special Education vs. non Special Education, male vs. female, and English Language Learners vs. non English Language Learners led to us using the 2015-2016 year to plan for a transition from using a targeted Title 1 model to a school-wide Title 1 model. This change has allowed us to increase the number of classrooms where co-teaching is being implemented. Specifically, two Title 1 Reading teachers will be co-teaching full-time with a general education teacher in each of our kindergarten classrooms. Our theory of action is that if we provide kindergarten students with a rich and robust inclusive setting and access to teachers whose area of expertise is reading instruction, then our students learning in the area of literacy will be stronger.

The change to a building-wide Title 1 model also allowed us to create an Expeditionary Learning Support Team. This provided some release time for experienced teacher leaders in our building to support new professionals and other teachers in deepening their use of Expeditionary Learning's practices. Additionally, Prescott's building leadership team, and our Advisory Council have been instrumental in increasing the number of opportunities for students to access arts programming within and beyond the school day.

Prescott Elementary Iowa Assessment Percent Proficient Reading			
Year	Grade 3	Grade 4	Grade 5
2012 - 13	38	41	53
2013 - 14	38	38	47
2014 - 15	30	31	36
2015 - 16	52	31	33
2016 - 17	54	44	37

Source: EdInsight

Prescott Elementary Measures of Academic Progress (MAP) Data –
Reading Mean RIT Score by Grade Level (Cross-sectional cohort/spring testing).
Note: National norms for RIT scores at the 50th percentile rank are at the bottom of the table.

	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
2010-2011	178.4	191.2	199.0	203.7
2011-2012	179.6	188.4	198.4	204.6
2012-2013	176.1	192.5	197.7	206.5
2013-2014	177.8	183.1	197.3	204.0
2014-2015	182.3	186.8	191.7	203.7
2015-2016	185.0	193.7	192.2	198.0
2016-2017	177.5	194.9	200.0	200.0
2011 Norm	189.6	199.2	206.7	212.3
2015 Norm	188.7	198.6	205.9	211.8

Source: Northwest Education Association

GOAL 2: Increase student achievement in **math** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS:

Students demonstrate slow and steady progress in math as measured by the average RIT until score on MAP. Progress as measures by proficiency on the Iowa Assessments is not as consistent.

Prescott Elementary Iowa Assessment Percent Proficient Reading			
Year	Grade 3	Grade 4	Grade 5
2012 - 13	41	47	61
2013 - 14	35	59	53
2014 - 15	27	29	44
2015 - 16	52	36	29
2016 - 17	54	38	38

Source: EdInsight

Prescott Elementary Measures of Academic Progress (MAP) Data

Math Mean RIT Score by Grade Level (Cross-sectional cohort/spring testing).

Note: National norms for RIT scores at the 50th percentile rank are at the bottom of the table.

	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
2010-2011	182.6	196.2	203.8	210.9
2011-2012	184.5	194.6	205.3	212.9
2012-2013	182.5	195.9	204.8	214.0
2013-2014	182.3	189.3	205.1	211.2
2014-2015	186.2	192.4	197.7	212.4
2015-2016	185.4	194.4	197.1	203.6
2016-2017	180.8	197.2	201.2	207.4
2011 Norm	191.3	203.1	212.5	221.0
2015 Norm	192.1	203.4	213.5	221.4

Source: Northwest Educational Association

GOAL 3: Increase student achievement in **science** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: Students demonstrate slow and steady progress in science as measured by the average National Standard Score on ITP.

GOAL 4: Increase student achievement in **social studies** on an annual basis.

PROGRESS: Students demonstrate slow and steady progress in social studies as measured by the average National Standard Score on ITP.

GOAL 5: Increase student involvement with and **staff implementation of the Expeditionary Learning** Core Practices and Design Principles.

PROGRESS: We continue to deepen the implementation of Expeditionary Learning by refining a Preschool thru fifth grade curriculum map that aligns with the Iowa Core and provides both a horizontal articulation and a vertical continuum. Teachers also have opportunities to observe each other, provide feedback to each other and collaboratively plan.

Other progress toward this goal:

- Professional development has been provided in a variety of areas including instructional protocols, explicit instruction in the form of mini-lessons, and managing an active classroom. All of these topics focus on increasing student engagement.
- Each grade level team has participated in three days of collaborative planning sessions to refine the learning expeditions throughout the year.
- Our learning expeditions are more closely aligned with the Iowa Core.
- The physical and digital organization of resources used to support our instructional design has been improved during the past year.
- We have engaged in cycles of collaborative inquiry to analyze a variety of student data. The protocols we have learned and used result in specific and targeted action plans to improve our teaching and students' learning.
- We implemented a structure called "Crew" in the 2016-2017 school year. Crews are made up of two staff members and eight to ten students from grades K-5. These teams of learners meet for three Fridays each month. The major goal of the innovation is to strengthen the climate at Prescott. The focus of each crew gathering is to promote student leadership, build community, support students in feeling connected to their school and to learn social and emotion regulation.

GOAL 6: Increase student participation in the visual and performing arts.

PROGRESS: The number of students participating in arts programming has increased since the beginning of the charter. Prior to the charter school opening there were no after-school programs in the arts.

- We offer a before-school arts program four mornings per week that averages 50 students per day. All K-5 students are eligible to attend. There is no cost for this programming and our art, music, and PE/Wellness teacher lead it.
- Vocal choir is offered two mornings per week before school. This group of students performs at a variety of school-based and community events.
- Fifth graders are offered the opportunity to take small group or individualized instrumental music lessons during the school day and to participate in a whole group rehearsal one day per week after school. Prescott School and the Dubuque School District have instruments available for students to use.
- Private piano lessons are offered on-site after school.
- Our art teacher has collaborated with a nearby bank to display student artwork. These partners even hosted an opening to the exhibit with juice and cookies!
- Our art teacher collaborated with the local public library to host an art show at the library last spring and the spring prior to that. Each of our students (nearly 300 children) had a piece of their art featured.
- All learning expeditions have an infused component of the arts.
- A variety of partnerships within the community, individual donors and other donations provide the financial support for the enrichment classes that occur in the arts.
- Soup Luncheon: The students of Prescott host an annual Soup Luncheon for members of the community. During the luncheon, a variety of PreK-5th grade vocal and instrumental music groups perform and a student art show is held. Money raised through the luncheon is used to support arts programming, fieldwork, guest experts and materials to support learning expeditions.
- Design Challenge: As part of the 4th grade expedition on the human body, our students participated in a design challenge. Students designed paper hats and invited the rest of the student body and staff members to vote for their favorite hats.
- Prescott PanrhythmiXs: This is the school's steel drum band. The Dubuque Drum and Bugle Corps sponsor this group. Students perform at various community events throughout the city. Since students have left us and moved on to the middle school, they have expressed a desire to continue with the steel band. Our music teacher has begun a steel band ensemble for the students in middle school so they can continue with this art form.
- We have increased the opportunities for students to have experiences in drama. For four years, we have performed an all-school musical. All students in grades K-5 have an opportunity to participate in this production together. This past year, approximately 80 students participated.
- We hosted an arts fair for all PreK-5 students last spring with a goal of exposing students to a variety of arts experiences that they may not have been involved previously. We will use the students' survey results from the arts fair to inform arts opportunities during and beyond the school day during the 2017-2018 year.

Other:

1. Dropout rate (secondary only): Does Not Apply
2. Attendance rate: Average Daily Attendance for 2016-2017 – 94.4%

Program Highlights and Evaluation

1. The charter was evaluated by Linda Munger for the first four years and an external report was sent to the state at the end of each of those years. The cost of this evaluation was covered through the charter grant. Now that these funds are no longer available, she has not completed an evaluation since 2009.
 - a. Our implementation of Expeditionary Learning is completed by our Expeditionary Learning School Designers. The EL school designer also works with our staff to align professional development with the goals and needs of our building to increase the quality of our implementation.
 - b. Each year, our school submits a SINA plan to the Iowa Department of Education. That plan matches and is aligned with our charter school plan. An external evaluator from the Iowa Department of Education reviews our plan and our progress and provides feedback to our school each spring in the form an external report. .
 - c. We work collaboratively with the Dubuque Community School's District staff. Although we may have a different instructional design as a charter school, the curriculum staff of the district offer us support and feedback regarding our progress toward the Iowa Core Standards.
 - d. Because of our SINA restructuring plan, representatives from our district meet with our leadership team to help us to review and structure our work in student improvement.
 - e. The Advisory Council meets monthly. The Council reviews progress toward the goals and provides an external perspective regarding our work.
2. Is the charter school successful?
 - a. Prescott demonstrates slow and steady growth in all identified academic areas as well as in increasing opportunities in the arts for our students. While serving a high density of students eligible for Free/Reduced Lunch, Special Education students, and English Language Learner students, progress is evident.
 - b. Through the process of a needs assessment in the spring of 2016, the following strengths of the school were identified by staff, students and parents.
 - Co-teaching framework with general education teachers and special education teachers
 - Full-inclusion of special education students in the general education classroom
 - Two year looping connection between teachers and students
 - The Expeditionary Learning framework
 - Parents report of feeling involved in the life of the school
 - Parents and students report stronger satisfaction with school structures than staff
 - Professional Development
 - c. In 2014, we presented our data and the story of the progress of our school since we became a charter school. We presented to the local school board, parents, the Advisory Council and to the Iowa State Board of Education. From all of these

different groups we received high compliments for our accomplishments. The members of the Iowa State Board of Education said that we were “models of what a charter school should be, and encouraged us to share with others what we are learning and doing.

APPENDIX B: STORM LAKE EARLY COLLEGE CHARTER SCHOOL

2016-2017 End-of-Year Data Report Iowa Charter Schools

I. School Information

- A. Name of Charter: **Storm Lake/Iowa Central/Buena Vista Early College Charter High School**
- B. District Name and Address: **Storm Lake Community School District, 419 Lake Ave. Storm Lake, IA 50588**
- C. Superintendent's Name: **Dr. Carl Turner**
- D. Person Completing Report:
 - a. **Beau Ruleaux**, bruleaux@slcsd.org
 - b. **Brittany Hill**, bhill@slcsd.org
- E. Mission Statement: **The mission of the Early College Charter High School Program is to make higher education more accessible, affordable, and attractive to all students, especially those who do not see a college degree in their future due to language and/or economic barriers, and, thereby helping to increase Storm Lake high school graduation and successful college completion rates for all of its graduates and especially a portion of its most disadvantaged youth.**
- F. What year was this school chartered? **2005**
- G. Teacher qualifications: **All teachers at Storm Lake High School, Iowa Central Community College, and Buena Vista University are certified in the areas they teach, meeting the definition of a highly qualified teacher.**
- H. Number of students enrolled in the charter school: **46**

Table 1: Student Demographics- Grade 12

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	#	%	#	%	#	%	#	%	#	%
Low SES	20	36	13	39	29	50	34	51	21	45
ELL	16	29	*	*	*	*	*	*	*	13
IEP	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	24	*	*	11	16	*	11
African-American	*	*	*	*	*	*	*	*	*	*
Hispanic	35	64	18	55	46	79	35	54	32	70
Non-Caucasian	41	75	27	81	49	84	51	76	37	80
Caucasian	14	25	*	18	*	16	16	24	*	20
Males	29	53	21	64	25	43	34	51	24	52
Females	28	51	11	33	33	57	33	49	22	48
Total Enrolled Charter	55		33		58		67		46	

Note: An asterisk (*) indicates that there are fewer than ten students in that particular cell. No data will be publicly reported for those cells, to protect student privacy pursuant to state and federal law.

Goal Reporting

Goal 1: Increase the number of first-generation, Low SES, ELL and Non-Caucasian students attaining advanced postsecondary degrees/certificates or college credits.

Rationale: The program is seeing more students enroll and obtain college credit for the first time or building upon college credit taken in High School with the goal of transferring on to a four-year university. First generation and Low SES students are still showing high representation in enrollment with the Non-Caucasian subgroup making up nearly 80% of students attaining college credit. Due to differing total annual enrollments, percentages of students in each category will fluctuate. The subgroups of this category are broken down below. First Generation is defined as students who have had no other family member attend college. Due to the charter school being in existence for 12 years, the number of siblings enrolled in the charter has increased resulting in fewer first generation students.

Table 2

	2014-2015		2014-2015		2014-2015		2015-2016		2015-2016		2015-2016		2016-2017 # of students attaining degrees or certification		2016-2017 # of students attaining college credit		2016-2017 Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
First Generation	*	*	32	5	39	67	*	*	26	39	26	3	*	*	16	35	21	46
Low SES	*	*	23	*	29	50	*	*	34	51	34	5	*	*	13	28	21	46
ELL	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
IEP	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	11	16	11	16	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	40	67	46	79	*	*	36	54	36	54	*	*	28	61	32	70
Total Non-Caucasian	*	*	42	72	49	84	*	*	52	78	52	78	*	*	36	78	37	80
Caucasian	*	*	*	*	*	*	*	*	15	22	15	22	*	*	*	*	*	*
Males	*	*	21	36	25	43	*	*	34	51	34	51	*	*	23	50	24	52
Females	*	*	29	50	33	57	*	*	33	49	33	49	*	*	18	39	22	48

Note: An asterisk (*) indicates that there are fewer than ten students in that particular cell. No data will be publicly reported for those cells, to protect student privacy pursuant to state and federal law.

Goal 2: Provide a more rigorous/relevant college/prep curriculum.

Rationale: The number of concurrent enrollment courses remained the same for the 2016-2017 year. As shown in Table 3, Storm Lake High School offers 78 possible FlexNet, PSEO or Early Bird courses that students may enroll. FlexNet courses are taken online and completed at the student's pace. This allows each student to take advantage of dual credit courses and college prerequisites while in High School. Table 3 shows the number of college course offerings for the last five years along with the number of credits junior and seniors earned. Qualifying sophomores have also been included.

Table 3: Number of college credit course offerings at SLHS

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number of Course Offerings	39	58	78	78	78
Sophomores	NA	NA	NA	NA	11
Juniors	205	181	225	185	252
Seniors	456	358	543	333	324

Goal 3: Raise ITED/Iowa Assessment scores in Reading, Math, and Science

Rationale: The school district started using the Iowa Assessment instead of the ITED during the 2011-2012 academic year, thus serves as our baseline data. As shown in Table 4, during 2016-2017 school year, the percentage of students proficient in Reading, Math, and Science increased from the previous year. The increase was consistent across most sub groups with the exception of a slight decrease in Math proficiency among Asian and ELL students. In addition, the Asian, Hispanic, ELL and Low SES sub groups all showed gains in Reading proficiency with the biggest improvements coming from the Asian, ELL, and Low SES subgroups. The decrease seen in ELL Math and Science scores is a concern as the high school experiences an increase in the number of ELL students. To address this concern, the school district has hired an outside consultant to provide professional development and support to implement strategies that positively impact the learning of ELL students.

Table 4

Iowa Assessment 11 th Grade Percent Proficient- School Wide Data					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Reading	62	66	71	64	72
Math	61	70	78	77	76
Science	67	67	69	65	71
Iowa Assessment 11th Grade Percent Proficient - Sub Group Data					
READING					
Hispanic	63	65	63	62	67
Asian	27	43	50	41	71
Caucasian	83	88	90	88	91
ELL	17	12	8	13	25
Low SES	52	59	64	57	64
MATH					
Hispanic	62	63	73	72	73
Asian	42	71	56	77	74
Caucasian	77	88	95	94	96
ELL	29	39	28	39	32
Low SES	55	63	73	69	73
SCIENCE					
Hispanic	69	61	61	63	69
Asian	39	50	50	65	68
Caucasian	80	88	95	85	87
ELL	26	30	16	35	24
Low SES	62	60	61	60	66

Goal 4: Increase the number of dual-credit/concurrent enrollment credit earned.

Rationale: Table 5 shows a decrease in the number of concurrent enrollment credits earned during high school because of the Iowa Department of Education's offer and teach requirement and the reduction in the number of teachers qualified to teach concurrent courses. The number of college credits earned after high school, in the charter program fluctuates due to the number of students who choose to participate in the charter each year. Although there is a decrease in overall credits earned, high school students continue to earn 6-9 concurrent credits on average per school year. Charter students continue to earn 20-25 credits on average per school year. The number of credits will increase as more students participate in the program. Table 6 shows the breakdown of these credits obtained by the various subgroups.

Table 5

Number of College Credits Earned after Four Years of High School				
2012-2013	2013-2014	2014-2015	2015-2016	2016-2107
887	847	1016	1708	922
Number of College Credits Earned during Four Years of High School				
631	372	505	617	308

Table 6

Subgroups of Credits Earned	In Traditional High School 2014-2015	Outside of Traditional High School	Total 2014-2015	In Traditional High School 2015-2016	Outside of Traditional High School	Total 2015-2016	In Traditional High School 2016-2017	Outside of Traditional High School	Total 2016-2017
First Generation	280	636	916	233	651	884	120	347	467
Low SES	195	437	632	281	861.5	1142.5	126	361	487
ELL	14	40	54	11	129	140	0	144	144
Caucasian	144	235	379	196	388	584	79	168	247
Non Caucasian	481	957	1438	421	1320	1741	229	754	983
Female	234	534	768	222	788	1010	114	324	438
Male	271	482	753	395	920	1315	194	598	792

Goal 5: All students will have individual learning plans.

Rationale: All students entering the Charter program have an individual learning plan mapped out with the Charter Counselor and other Iowa Central Community College officials. The Charter Counselor holds monthly Charter meetings, informational meetings during parent-teacher conferences, and one-on-one appointments as needed throughout the year to adjust or revise these plans. Students get to meet with their advisors ahead of the charter school year, given a proper college orientation, and meet with Academic Assistance and Accommodations Specialists to inform students of their resources on campus. Growth in students completing and obtaining college credits is a result of consistency in the program along with student and community outreach. Table 7 shows the number of Charter students who completed their program of study as well as the number of students who obtained college credit and continued on to a two or four year college or university.

Table 7

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Program Completers *	2	6	4	7	2
Continuing Credits**	53	21	45	38	35
* These students completed their program of study and earned their degree.					
**These students will remain enrolled in college but in 2016 will no longer be considered part of the Charter.					

1. Dropout rate:

7-12 Dropout Rate

2011-2012	2.80%
2012-2013	2.19%
2013-2014	2.35%
2014-2015	2.23%
2015-2016	2.6%

2. Attendance rate:

For the past 5 years, the Storm Lake School District has maintained an attendance rate of 92%.

III. **Program Highlights and Evaluation**

1. How is the charter school program evaluated?

The Storm Lake/Iowa Central/Buena Vista Early College Charter High School program is evaluated annually by the Charter Advisory Board and the Storm Lake Community School District Board of Education. The charter report is reviewed annually, evaluated, and suggestions are given on improvements. The Charter Advisory Board is comprised of Iowa Central advisors and representatives, Storm Lake School District Administration, board members and staff, former and current charter students, and members of the Storm Lake community.

1. Is the charter school successful?

The Storm Lake/Iowa Central/Buena Vista Early College Charter High School is very successful. It continues to serve some of the most underrepresented students going to college. The charter program is providing a way for more students to pursue their bachelor's degree in more fields with student achievement being measured by those who continue their education and finish their second year or transfer to enroll in a university. This year, two students completed their diploma degrees (one in Industrial Maintenance and one in Welding Technology) and work in Storm Lake. Additionally, eighteen of the 2015-2016 charter students were able to finish with their AA, AAS, or diploma degrees after their second year and are currently enrolled at Iowa Central finishing their program, enrolled in 4-year universities or have found employment. Of these eighteen students, seven joined the workforce, two transferred to the University of Iowa, three transferred to Iowa State University, and two transferred to Buena Vista University. Two students continued pursuing their Nursing degrees at Iowa Central, one transferred to DMACC to pursue a degree in Mortuary Science and one enrolled for a third year at Iowa Central to pursue an additional degree in Robotics to better educate and market themselves for the workforce. This student is also the first of their three siblings to enroll in the charter school. The second of their siblings was in the charter program last year with the third sibling currently enrolled. This highlights the success of these individual students but more importantly, the value and opportunity the charter school provides to families in the community.

Additionally, over the last four years, the Storm Lake/Iowa Central/Buena Vista Early College Charter High School has seen 69% of students return to continue their education after charter. Students not returning have found gainful employment, many in our own community. This makes informing those who live and work here a priority. This is the fifth year that Iowa Central Admissions counselors will attend parent-teacher conferences to explain academic programs, transferring credits, and campus living, etc.

in more depth. This will be the fourth year the charter program will visit Juntos, an Iowa State Extension community group that serves to educate Latino youth succeed in school and pursue higher education. This will also be the fourth year Iowa Central Representatives and the Charter Coordinator hold financial aid and scholarship workshops along with year-end events to congratulate each charter student on their achievements and collegiate plans. These collaborative efforts between Iowa Central, Buena Vista and the Storm Lake Community School District has helped our success, complete our mission, and reach our goals each year.

During the 2012-2013 renewal, the recorded credit count was 10,452 credits earned since the program's inception in 2005. Over the last four years, the number has increased to 16,024 credits earned. This is a tremendous highlight and reflects the hard work of these students and the success of the program. Such results could point to a higher skilled workforce and have a positive impact on local economies.

IV. Assurance of Compliance

- A. The charter school or innovation zone school completing this report is able to assure compliance with its contract, with Iowa Code chapter 256F, and with Iowa Administrative Code chapter 281—68.

APPENDIX C: WEST CENTRAL CHARTER HIGH SCHOOL

School Information

Name of Charter:

West Central Charter High School

District Name and Address:

West Central Community Schools

305 Pember St.

Maynard, IA 50662

Superintendent's Name:

Fred Matlage, Superintendent

Person Completing Report:

Josh Bahr, PK-12 Principal

Mission Statement:

To produce a literate, lifelong learner who is visionary and productive, aware of self, accepting of cultural differences, sensitive to others, and who applies knowledge to make morally responsible decisions in an ever-changing global society.

What year was this school chartered?

2005-2006

Number of students enrolled in the charter school:

77 9TH-12TH students enrolled at West Central

Teacher Qualifications: All teachers are highly qualified to teach in grades 6-12 in their respective content areas, through the Board of Educational Examiners, and/or highly qualified through their college or university to teach college courses.

Student demographics:

Grade levels and number of students

Seniors-20

Juniors-16

Sophomores-20

Freshmen-21

Subgroups and number of each students in each category

Race: <10 students

Socio-economic status: 18

IEP: <10 students

Gender: Male-35 Female-42

ELL: 0

Goal Progress

GOAL 1: Increase the percent of graduates who complete post-secondary training from West Central Community School District.

Progress: See chart below for detailed information regarding the number of students and post-secondary credits earned by graduation.

Post-Secondary Credits Earned by Graduating Seniors

Year	Graduates	# of students & total credits	15+ credits earned	30+ credits earned	40+ credits earned	AA degree earned
2004	28	17	5	0	0	0
2005	18	9	3	0	0	0
2006	23	22	16	3	0	0
2007	33	30	22	12	3	0
2008	33	30	22	12	3	2
2009	22	22	14	8	3	0
2010	23	22	3	3	0	0
2011	23	15 for 348	9	7	2	0
2012	26	23 for 469	16	7	1	0
2013	23	22 for 715	7	6	9	0
2014	28	27 for 786	22	13	8	0
2015	13	13 for 536	12	9	6	5
2016	29	29 for 1133	24	16	13	8
2017	20	19 for 783	14	9	7	5

GOAL 2: Continue to raise Iowa Assessment proficiencies for 11th grade students in reading, mathematics, and science.

Progress: Iowa Assessment scores for 11th grade charter students fluctuated in science, mathematics, and reading. Rational for the fluctuations in scores are due to the sizes of our class cohort sizes which are not consistent.

11th grade Proficiencies on Iowa Assessments

Year	Reading	Math	Science
2005-2006	83%	75%	78%
2006-2007	96%	92%	96%
2007-2008	83%	94%	83%
2008-2009	86%	90%	100%
2009-2010	86.8%	95.6%	82.5%
2010-2011	86.8%	95.6%	82.5%
2011-2012	94.6%	100%	94.6%
2012-2013	100%	100%	100%
2013-2014	74%	100%	93%
2014-2015	80%	100%	93%
2015-2016	85%	85%	90%
2016-2017	73%	87%	80%

GOAL 3: Provide special needs and at-risk students with the opportunity to develop individualized courses of study working toward a high school diploma and developing employability skills.

Total senior students earning college credits compared to low SES and IEP senior students

Year	All Seniors	Low SES	IEP
2007-2008	30 of 33 (91%)	<10 (75%)	<10 (60%)
2008-2009	22 of 22 (100%)	<10 (100%)	<10 (100%)
2009-2010	22 of 23 (96%)	<10 (100%)	<10 (100%)
2010-2011	15 of 23 (65%)	<10 (100%)	<10 (100%)
2011-2012	23 of 26 (88%)	<10 (100%)	<10 (0%)

2012-2013	22 of 23 (96%)	<10 (100%)	<10 (100%)
2013-2014	27 of 29 (93%)	<10 (100%)	<10 (100%)
2014-2015	13 of 13 (100%)	<10 (100%)	<10 (100%)
2015-2016	29 of 29 (100%)	<10 (100%)	<10 (100%)
2016-2017	19 of 20 (95%)	<10 (75%)	<10 (100%)

GOAL 4: Increase the percentage of students that graduate with a dual concentration of vocational and academic credits.

Progress: The number of students graduating with dual concentration increased from forty-seven percent (47%) in 2004-2005 pre-charter to more than ninety five percent (95%) in 2016-2017. Data indicates that the charter is providing increased opportunities for students who are low income and who have IEPs, as well as students in the general population.

Students Graduation with Dual Concentration

Year	All Seniors	Low SES	IEP
2004-2005	8 of 17 (45%)	<10 (25%)	<10 (0%)
2005-2006	22 of 23 (96%)	<10 (100%)	<10 (50%)
2006-2007	30 of 33 (91%)	<10 (100%)	<10 (60%)
2007-2008	29 of 31 (96%)	<10 (75%)	<10 (60%)
2008-2009	22 of 22 (100%)	<10 (100%)	<10 (100%)
2009-2010	19 of 21 (91%)	<10 (67%)	<10 (75%)
2010-2011	15 of 23 (74%)	<10 (63%)	<10 (40%)
2011-2012	23 of 26 (89%)	<10 (100%)	<10 (0%)
2012-2013	22 of 23 (96%)	<10 (100%)	<10 (100%)
2013-2014	28 of 29 (96%)	<10 (100%)	<10 (100%)
2014-2015	13 of 13 (100%)	<10 (100%)	<10 (100%)
2015-2016	29 of 29 (100%)	<10 (100%)	<10 (100%)

2016-2017	19 of 20 (95%)	<10 (75%)	<10 (100%)
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Credits Earned Per Graduating Senior

Year (all seniors)	Credits	Students	Credits/student
2006-2007	666	33	20
2007-2008	861	31	27
2008-2009	488	22	22
2009-2010	367	21	17
2010-2011	348	23	23
2011-2012	469	23	20
2012-2013	715	23	31
2013-2014	786	28	28
2014-2015	536	13	41
2015-2016	1133	29	40
2016-2017	783	19	40

ACT Participation and Average Composite

Year	ACT Participation	ACT average composite
2007-2008	16 of 39 44.4%	24.18
2008-2009	19 of 31 61.29%	23.32
2009-2010	12 of 22 54.54%	21.92
2010-2011	9 of 21 52.38%	22.77
2011-2012	8 of 23 34.8%	24.9
2012-2013	14 of 26 53.8%	23.36
2013-2014	15 of 23 65%	24.11

2014-2015	9 of 13 69.2%	23.8
2015-2016	15 of 29 52%	22.7
2016-2017	7 of 20 35%	23.1

Dropout rate:

Graduation rate for charter school students is 100% since inception in 2005.

Attendance rate: 94.47%

How is the charter school program evaluated?

The charter school has impacted almost all the students who attend the West Central School District. The charter has an active board that is committed to providing educational opportunities to those that wish to participate. The Advisory Board meets regularly to review data on the charter school and make further recommendations to increase its effectiveness.

The advisory council reviews all the data and helps give direction to the charter. In the spring of 2011 the council made recommendations to organize nights where all the stakeholders (college staff, parents, students) could meet and discuss offerings. The results of those meetings saw a spike in interest and increased involvement by the students.

Data on the Charter school is shared with the West Central Community School District Board of Education on a quarterly basis and is equally shared with the School Improvement Advisory Council, when it meets twice a year. Data is also shared through district newsletters, and staff meetings.

Is the charter school successful?

Based off the data communicated in this report the charter has been effective at producing opportunities for students to earn college credits experiencing rigor in coursework which results in higher scores on standardized tests. Students, parents, and school personnel communicate positive perceptions of the charter.

Some qualitative data:

* As a result of the Charter School, more students are transferring to higher education with more college credits than ever before.

* Students are taking a more rigorous course load earlier in their high school career than prior to entering the Charter for flexibility in their schedules for their junior and senior year. Most take seven or more classes per semester

* Students with IEP's and who are Low SES have had an increased opportunity for participation in college. Both are finding success at the college level as a result of the charter participation.

* The Charter Advisory Committee has a good understanding of the requirements of the Charter, the responsibilities of the Advisory Committee to the Charter, and a high degree of confidence in the leadership and administration at both NICC and West Central. The group operates independently from the school BOD; the Superintendent is responsible for communicating between the advisory committee and BOD.

Assurance of Compliance

The charter school or innovation zone school completing this report is able to assure compliance with its contract, with Iowa Code chapter 256F, and with Iowa Administrative Code chapter 281—68.